

THE CLEAR CRITIC

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Seek The Finer Flavor

There is a powerful strain of our American cast of mind that has little use for the artist or the writer, and professes to see in the pursuits of such people a lack of virility—as though virility could not find expression in the creation of beauty, as though Michelangelo had never wielded his brush, as though Dante had never taken up his pen, as though the plays of Shakespeare were lacking in manliness.

The bearers of this neomaterialism seem, indeed, to have a strange self-consciousness about the subject of virility—a strange need to emphasize and demonstrate it by exhibitions of taciturnity, callousness, and physical aggressiveness—as though there were some anxiety lest, in the absence of these exhibitions, it might be found wanting.

What weakness is it in us Americans that so often makes us embarrassed or afraid to indulge the gentle impulse, to seek the finer and rarer flavor, to admit frankly and without stammering apologies to an

appreciation for the wonder of the poet's word and the miracle of the artist's brush, for all the beauty, in short, that has been recorded in the images of word and line created by the hands of men in past ages? What is it that makes us fear to acknowledge the greatness of other lands, or of other times, to shun the subtle and the unfamiliar?

What is it that causes us to huddle together, herdlike, in tastes and enthusiasms that represent only the common denominator of popular acquiescence, rather than to show ourselves receptive to the tremendous flights of creative imagination of which the individual mind has shown itself capable? Is it that we are forgetful of the true sources of our moral strength, afraid of ourselves, afraid to look into the chaos of our own breasts, afraid of the bright, penetrating light of the great teachers?

(Reprinted, by permission, from George F. Kennan's Guest Editorial, *Saturday Review*, May 30).

THE SCOTTISH UNIVERSITIES

There are four universities in Scotland, three dating from the 15th and one from the 16th century. St. Andrew's, Glasgow, and Aberdeen were created by papal authority as training colleges for priests. Edinburgh is the youngest among them—not yet 400 years old. It is the first example in the English-speaking world of a university set up, as so many have been since, through the initiative of a particular community anxious to have its own seat of higher learning. St. Andrew's is the only one which has always been, and still continues to be, collegiate and residential.

Paris vs. Bologna

The distinction between the four old Scottish universities and the two old English ones comes right down from medieval times. The universities of Europe seem to have had two main archetypes, Paris and Bologna; and, broadly speaking, I believe that where Oxford and Cambridge followed the pattern of Paris, the Scottish universities followed that of Bologna. In modern times the main differences seem to me to be in the qualifications required for entering for a degree, and in the status held by the undergraduate in the constitution of the university.

In Oxbridge to be qualified to enter for a degree you must eat so many dinners and sleep so many nights inside your college, over a fixed number of terms: the sterner Scot does not consider eating and sleeping high academic accomplishments, and in Scottish, as in American universities, it is necessary to attend lectures or classes over a fixed period and do the prescribed work to the teachers' satisfaction. In Oxbridge a fixed minimum period of residence is required; in Scotland a fixed minimum amount of class-attendance and class-work.

Inter-Relationship of Town and Gown

The constitution of the governing body, the Court, varies slightly from university to university, but in Aberdeen it consists of 14 members: the Rector; the Principal; the Lord Provost of the city (Scottish equivalent of an English Lord Mayor); the Rector's assessor (a local man appointed nominally by the Rector, but probably on the Court's own recommendation), who attends in the Rector's absence and represents undergraduate interests; the Chancellor's assessor (also a local man); the Town Council assessor (elected by the Town Council in addition to the Lord Provost); four elected representatives of the General Council, serving four-year overlapping terms; and four elected representatives of the Senate, also serving four-year overlapping terms.

The notable things about this constitution are, I think, that it recognizes the inter-relationship of the town and the university; that the majority of the members are not drawn from the academic profession; and that it gives the undergraduates a special and dignified place in the scheme of things. Scottish undergraduates are assumed (perhaps not always quite justifiably) to be fully responsible beings. They have the right to elect the Chairman of the governing body—and they do it by a very curious old method of election which has come right down from medieval times, the better to assert and emphasize the antiquity of this privilege.

Undergraduates: A Place in the Sun

In the past the undergraduates

Durham, N. H. WILLIAM CARLOS WILLIAMS

William Carlos Williams had been invited to Hanover College as the guest of the Indiana College English Association. He was committed to deliver two addresses—one to the Hanover student body on Saturday morning, and one to the assembled English professors of the state at their annual banquet Saturday evening. When we arrived at the college auditorium for the first speech, I could not get our visiting poet to sit or stand in one place. He kept stalking around like a hungry leopard. It was not until later that I realized that this was an external manifestation of the tension-maelstrom which was continually tearing him up inside. Our stage props consisted of a table and a chair—the table for Williams, the chair for me. He had requested a table rather than the conventional rostrum, and when I asked him what on earth he would do with a table, he bellowed, "Why, hell, I don't know what I'll do with it—I might stand on it!"

New Techniques for a New Age

The major premise of the morning speech was: A new age requires new rhythms; the heroic couplet and blank verse of the Elizabethan and Augustan ages were splendid for the aristocratic poets of those times, but free verse is the only proper vehicle for the freedom-loving democratic American poet of the twentieth century. This line of reasoning led to the climactic and striking assertion that all past poetry is outdated: we recognize certain things to be outmoded in electronics, industry, science—why not therefore in literature? (I gulped; visions floated before my mind of everybody dropping out of my Romantic and Victorian classes. Of course, Williams did not mean that we cannot draw continued inspiration from the older writers, and especially from Shakespeare, whom he vener-

ates; he meant simply that the styles and techniques of older writers are no longer appropriate for a new age.)

Sincerity the Keynote

Quite apart from what he said, the morning address revealed that Williams is not a fluent speaker; his speaking, like much of his expository prose, seemed at times disorganized, full of disconnected digression; in short, chaotic.

But Williams is intensely sincere. I shall see him always in my mind's eye looking up from his notes, throwing his arms to either side, and saying, with almost awesome earnestness in his delicate and fairly high-pitched voice: "We know there is something wrong with the world, and it is the function of the poet to help us see what is wrong, and to help us to think more clearly and comprehensively, not narrowly and with blinders on."

Any Subject Fit for Poetry

After the morning address Dr. Williams agreed to go to the faculty lounge for an informal discussion with about fifty students, most of whom sat on the floor. He had them in stitches in short order, recounting with gusto how he had once been sued for \$15,000 ("I had three thousand in the bank") by a woman who recognized her not very complimentary character in a story, and how angry he had gotten at the baby ("I was going to see into its throat if I had to knock its damn head off doing it") whose antics are described in "Use of Force." He stressed that everyone should write as a way of letting off steam. That was why he had begun to write, he said, with no thought of financial gain or glory. He reminisced wryly (and perhaps even with a trace of bitterness) that in the beginning it had seemed as if he would not secure

(Continued page 7, Column 1)

Spoon River Revisited

"Washington—The Atomic Energy Commission announced today it will build a new 29 million dollar explosives processing and assembly plant on a site 18 miles east of Macomb, Illinois. Water for the installation, which is expected to speed production of atomic weapons, will be furnished by the Spoon River."—News Item.

No trade without its hazards, so they say.

My symptoms fascinated Doctor Greene:

The fever, cramps, and spots... the bleeding gums...

The falling hair and burns that would not heal.

And therefore when, despite all he could do,

Thoracic complications finished me—

Just as pink-rubber scars began to form—

He took it pretty hard. Well, after all,

A man could practice medicine for years

And never see a radiation case.

Throughout the day, the south-wind and the sun

Smother this quiet hill with drowsy warmth;

But finally, as sunset fades to dusk,

The shadows slowly creep from Siever's woods,

Cool fingers to caress my fevered grave.

Then I can hear Spoon River whispering,

Reminding me that it and I have found

Radioactive immortality—

That our cold fire, which yet is like the sun's,

Will glow unquenched until the world dissolves.

ALEX R. JONES
Payetteville, Arkansas

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Chicago Adult Education Seminar

Some thirty fortunate evening school English teachers from every part of the country held a memorable two-day meeting in Chicago May 8 and 9 as guests of the Center for the Study of Liberal Education for Adults, the purpose being to explore ways of improving teaching of English to adults.

Chairman S. I. Hayakawa's conduct of the sessions gave a perfect object lesson in the use of group dynamics. Every teacher present contributed to an unusually rich exploration of the entire field of the communication arts.

Propositions that were eagerly discussed are typified by the following: "Errors in adult writing are due less to ignorance than to self-consciousness and anxiety;" "Problems of grammar, etc., should be resolutely subordinated to problems of content;" "The improvement of writing is a product of social interaction;" "The student's grade should be determined by a consensus of his peers."

The sharing of widely different points of view and the hearing at first hand about many new methods in use in evening schools over the country were the most memorable experiences of the very full two days. It became evident that such meetings could greatly strengthen adult education. Some of the new techniques should eventually become influential in undergraduate work as well as in evening school classes. L.

Writer's Conference

The Univ. of Notre Dame is holding a Writer's Conference June 22-27 consisting of three workshops: Fiction, Poetry, and Teaching of Creative Writing. For information write Louis Halsey, Director, at Notre Dame.

"I cannot praise a fugitive and cloistered virtue, unexercised and unbreathed, that never sallies out and sees her adversary, but slinks out of the race, where that immortal garland is to be run for, not without dust and heat."

Before I express myself on the subject of graduate schools, let me first say something of my personal philosophy of education. I hold that any program of higher education in America should be, among other things, distinctly American, that is, thoroughly democratic in spirit and imbued with the philosophy of self-reliance and hard work. Even our wealthy are expected to work if they are to justify their existence as self-respecting citizens.

These concepts imply the rejection of all educational theory and practice based on the European aristocratic tradition, as they do the equally firm rejection of alien philosophies aimed at the subjugation of the individual to an all-powerful state. The completion and perfection of the individual human being as a self-supporting, self-respecting, independent, thinking citizen of a free community should be the master goal of all educational efforts in our land, including English Ph.D. programs.

Undemocratic Practices

Few things are less democratic, less American, to my way of thinking, than the intellectual snobbishness that has come to permeate the academic world, especially that segment represented by some teachers of English. An evidence of undemocratic thinking in academic circles is the un-American caste system which our colleges and universities have adopted so avidly from Europe. This business of regarding full professors as beings of a different and higher order than such groundlings as instructors is a practice only sillier than it is despicable.

When it is carried to the ridiculous point of letting the older, more experienced, better-entrenched teachers monopolize the easier and more attractive literature courses, while the younger, less experienced, and not so well-established teachers are left to struggle with the ardors of the vitally important freshman competition and survey literature courses, it becomes a positive evil—an injustice to teachers and students alike. Well-balanced teaching schedules are the right and the duty of older and younger teachers alike. Selfishness, snobbery, favoritism, and plain pigishness have no place in a profession that aspires to nobility.

No Substitute for Intelligence

The unrealistic criteria used in judging and hiring candidates for teaching jobs are also absurd. Preposterous importance is attached to degrees and bibliographies, the latter usually consisting of lists of stodgily written articles on trivial subjects for publication in deservedly unread periodicals.

Having spent so much effort in obtaining degrees, I can hardly be accused of minimizing their importance. I concede to formal education, however, only the power of developing and enriching already existent intelligence. I have known too many brilliant and in-

Not Without Dust

spiring teachers without doctors' degrees and too many dullards with them to attach undue significance to the mere possession of a degree. There is no substitute for native intelligence, and somehow those in charge of our graduate programs do not seem to have achieved infallibility in detecting either its presence or its absence.

False Standards of Value

In this connection, I wish to mention briefly another academic superstition that struck me with wild surmise upon my entry into graduate work. It is the quaint and completely unfounded assumption that the products of certain graduate faculties and courses are ineffably superior to those of less socially esteemed and class-conscious institutions. Here again the error results from snobbery and the failure to apprehend the surpassing importance of individual intellectual endowment. One would think that acquaintance with the immortal work of hosts of great men who had little or no formal education would preclude acceptance of such egregiously false standards of value.

Anachronistic Programs

But the greatest and gravest of all academic failures, in my opinion, lies in the graduate programs themselves. Here it is that teachers are made; if these fail, all else fails with them. Yet here is the sight that breeds the most dismay.

Unrealistic, hackneyed, hag-ridden with superstitions, idolatrous of precedent, rife with pointless antiquarianism, racked with fadism, vitiated by a lack of contact with reality and the contemporary world community, compartmentalized to the point of ineffectuality, super-specialized into triviality, almost completely divorced from normal, sane standards of value, the English Ph. D. programs of most American universities today are anachronistic obstacle-courses, more similar to the Army's Officer Candidate Schools than anything else I can think of, except for the fact that there was some point to the artificial hurdles erected in army training, while there is none that I can see to the exercises in futility that pass for Ph. D. requirements. They represent the bare bones of learning; but there is no life in them; flesh and blood have fled to friendlier habitations.

The basic father-fault from which all others spring is the failure of our graduate programs to recognize the importance of the individual and his freedom of choice. Graduate students are ac-

corded less independent exercise of judgment than the most immature under-graduates. Doubtless this arises from the inveterate tendency of the pedagogical mind toward over-planning and over-supervising the work of others. Most teachers seem to have great difficulty in letting well enough alone. They must be constantly fussing, meddling, planning syllabi, outlining courses, preparing lesson plans, prescribing this and proscribing that, until all individual initiative is killed before birth. They seem to live and work in the naive faith that putting plans and outlines on paper will somehow magically affect the vital process of learning. It rarely does.

LIONEL B. CONRATH
Pittsburgh, Penna.

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(Continued from page 1, col. 2) have been so conscious of this independence that they have resented proposals to introduce anything in the nature of colleges, or hostels, or halls of residence, as endangering their freedom to be members of the whole community as well as students. They have considered them rather childish, sheltering and restricting — fit only for irresponsible English youths who cannot be trusted to look after themselves and must check in at their Oxbridge colleges before a certain hour each night.

Alumni as Areopagites

Notable, also, is the importance attached to the graduates—scattered abroad, but still looked on as an integral part of the university. The General Council has no administrative power, but it has often started reforms by its discussions and suggestions. It cannot promote ordinances, but it can advise the Court to promote them. It holds regular meetings each term, organized and directed by its own elected Business Committee.

The Great Omission

The great omission from this constitution is the majority of the teachers in the university—those who do not occupy Chairs or are not heads of departments—that is, at least four-fifths of them. It is an anomaly which has developed in the last fifty years with the huge enlargement of staffs which has taken place, and it is felt by many to be a defect in the system.

In former centuries the professors were the only teachers in the universities, apart from certain young temporary assistants and a number of part-time lecturers, and no provision was made in the constitution for any other grade of teacher to take a part in directing university affairs. It is true that an ordinance was passed making all lecturers members of the General Council, but as a professional body they are swamped there. There is some agitation just now to give teachers in the university who are not members of the Senate representation on the Court, and that may come, but not without an Act of Parliament altering the constitution.

Extra-Constitutional Corrective

Partly as a result of this unintentional exclusion of a great many of the teaching staff from the governing bodies, a very useful organization has grown up outside the constitution. The Association of University Teachers includes, as equal members, professors, lecturers and assistants. The Scottish association grew up independently of the English one, and only recently, after protracted debates and negotiations, entered into a close alliance with it, forming a nation-wide body that is playing a very active part in shaping the development of the British universities through its influence inside them and outside them.

The AUT is not a trade union, though it acts in the personal interests of its members if they seem coincidental with the interests of the universities as a whole. It has committees studying every aspect of university life and is concerned less with the personal welfare of its members than with spreading ideas about better methods of teaching and administration. As Vice-Chairman of the

Scottish Association, I have had plenty of opportunity to study its workings, and I believe that it performs not merely a valuable function in British university life, but, in the centralized university world of today, with its University Grants Committee and its Vice-Chancellors' Committee, an indispensable one.

Sometimes a Bad Eminence

Out of all this, I think, two points that may be stressed are that in Scotland the undergraduate has a special status, while at the other extreme, the professor has a very special status and prestige. The term *professor* is restricted to those who hold professorial Chairs, and these in a Scottish university are not many: there is not a Chair for every departmental chief, and even large departments do not contain more than one professor.

The professor has a peculiar influence because of his position on the Senate and in the Faculty, and because of his representative on the Court. If his Chair is a Regius one, under the patronage of the Crown, he may even feel some independence of the university authorities, since he has been appointed for life, not by them, but by the Crown. Professors have an undue prominence over their colleagues in a Scottish university, and this sometimes has a bad effect both on them and on the working of their departments.

In general it may be said of Arts subjects that, though seminars and tutorials are held wherever possible, the lecture is still the chief teaching medium, for it is both traditional and economical. Not nearly so much post-graduate work is done under official guidance as in America, and it is usually less carefully directed for the teaching energy of the university is thrown wholeheartedly into undergraduate work.

Unfortunate Disparagement of Ph.D. Degree

There is no B. A. degree: but there are two kinds of M. A., an *ordinary* and an *honours* degree. The first, which is broadly cultural, is not in itself much esteemed, but it is widely taken by intending elementary school teachers or as a preliminary to a more specialized degree in another Faculty. The honours degree is the pride and darling of the Scottish university: in preparation for it a four-years' course is taken, with two years of very intensive specialization in the chosen subject.

Though the honours degree in Arts is undoubtedly an excellent one and the standard expected and achieved very high, I think the comparative inattention to post-graduate work in Arts in Scotland, and the general disparagement of the Ph.D. degree have been unfortunate. I suspect that in putting all our strength into raising the level of undergraduate teaching, we have fallen behind in the amount and quality of our graduate scholarship. American universities may, perhaps, make too much of the research degree, but in my own field, of English Literature, it seems to me that American scholarship is now taking the lead—and that may be because we have gone to the opposite extreme and made too little of it.

RALPH S. WALKER
Aberdeen Univ.

1951-52, Research Assoc., Yale

Total Context and Intellectual Development

Differences of view between educators who argue that the function of the college or university relates to "intellectual development" and those who argue that it involves the "total development of the individual" may not be as great, in substance, as both groups have assumed. This, at least, is a conclusion which the Commission on Student Personnel of the American Council on Education believes might be drawn on the basis of a small off-the-record discussion recently.

Differences of view which sometimes exist between professors and student personnel workers may also result from failure to get down to explicit discussion of philosophy and objectives, the recent Commission meeting suggests. The discussion indicates that there may be room both for greater awareness among subject-matter professors of the knowledge and objectives which underlie student personnel work, and for greater attention among student personnel workers to the curriculum as a medium through which concern for the total development of the individual student can take place in a college or university.

RAYMOND F. HOWES

Staff Associate, American Council on Education

At its meeting of April 28 our departmental council instructed me to post the proposed CEA Five Point Program and to call it to the attention of the entire staff through our monthly newsletter... It is possible that you may get some response from individual members of our staff.

The prize essay contest for non-majors has also been announced to those most likely to reach the students you have in mind. I hope that something comes to you from Minnesota. THEODORE HORNBERGER
Univ. of Minnesota

The substance of William Van O'Connor's Chicago CEA paper on Wallace Stevens' "Thirteen Ways of Looking at a Blackbird" is now in *Poems for Study*, done with Leonard Unger and published by Rinehart.

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Why the Liberal Arts for Business?

As I see it, we're witnessing increasingly a situation in business in which what we might call "general" men or liberal arts men make up the upper and lower strata, bracketing a mass of middle management made up largely of technical men, most of them scientists of one kind or another. I take it that one big reason for our meeting here is to try to find what can be done to equip more liberal arts majors—specifically, more English majors—to move from that lower stratum up into middle management and through that layer into positions of top management.

I think it may be helpful in this connection to take a look—at least as I see it—at the recent history of business to see just where it is today and how it got there. Early in this country's history many of the outstanding businessmen were entrepreneurs like the New England sailing captains who could struggle with nature to bring goods from far-off places to places where those goods were wanted. Later we had the builders—the able and aggressive men who, at whatever the social cost, could build railroads, factories, and the rest of the physical plant required to make and move goods. Still later we saw the era of the financier, the man who could bring into being financial institutions and combinations sufficiently well capitalized to underwrite—and therefore to control—the expansion of nearly all business in this country.

Still later, and particularly up through the 1930's, we saw the reign of the salesman, the man who could sell the goods being produced in such vast quantities by all the institutions brought into being by those types who had preceded him.

Today, it seems to me, we are entering an era—I think we have already entered it actually—in which the dominant element in business will be men who understand the needs and desires of people everywhere, men who are adept at human relationships with their employees, their stockholders, their customer, and their general public, men who can relate business to its social rôle and help it meet its civic responsibilities.

Business Plant Now Built

If I am right about this new era, what has brought it into being? I think we can, in broad terms, cite at least two big reasons. First, the more or less inevitable maturity of an institution. Business has pretty well built at least the hard core of its physical plant in this country in the great industrial boom that got underway in earnest after the Civil War. It

has long since reached the point where it has to try to understand itself, to find the reasons for its successes and failures, to try to fathom the nature of our huge industrial civilization. Businessmen are engaged as never before in trying to unearth, assemble, and relate facts about business—everything from the best techniques of personnel recruitment to training for executive succession, from market research to organization and procedures. Since business is, in the final analysis, only people, this alone would have led in time to greater efforts to understand people, to find ways to give them greater satisfaction in their work and in their purchasing, to find ways to help them work harmoniously with others toward socially desirable goals.

But another big factor has paralleled this development and has catalyzed it. Those technical men I mentioned have worked wonders in devising ways to build more and better goods of all kinds at progressively relatively lower prices. They have developed new products, new processes. But in spite of their accomplishments, many Americans still wonder whether we as a nation are paying too high a price for this business efficiency in social terms—whether business effects on human beings are, on balance, to the good; whether, for example, big business is trying to crowd out or swallow up small business; whether business is really eager to nurture rugged individualists or just rugged collectivists cast in a common corporate mold; whether business is truly seeking to help individuals develop all their talents or whether it's stifling them; in short, whether business as we know it is really a socially desirable institution.

Business Too Important for Technicians

More and more businessmen are coming to realize that these doubts and suspicions do exist, and that they are a fact of life to be reckoned with. I think more and more businessmen are coming to realize that scientists and technicians, because of their deep but narrow background in most instances, are generally not the people capable of coping with these broad social problems. In other words, I think businessmen seem more and more to be thinking that, just as war is too important to be entrusted to the generals, so is business too important to be entrusted to the technicians.

This whole situation, it seems to me, is creating a great opportunity for people educated in the liberal arts, people with a knowledge of history and a point of view about it, people with a knowledge of and a sensitivity to human personality. Whether English majors will be those people is pretty largely up to you. I certainly am not equipped to tell you how to do the job, but I think that if you can get some insight into business' needs—and I can provide only a little glimmer of that insight—you people are handsomely equipped to do what needs doing.

Don't Scrap Chaucer

Now let's look a little harder at what business needs. Just about every business needs good execu-

How Should a Business

(A 1952 CEA Institute answer to)

A year ago we were discussing our 1952 CEA Institute with a business leader noted for his informed sympathy with the humanities. He was very enthusiastic. He said our project was of extraordinary timeliness. Pointing to passages in Peter Drucker's then newly published article on the college graduate as job-seeker, he remarked that we were pulling together ideas everywhere in the air, but not as yet articulated, not scrutinized and systematized, not formulated for practice. He called our timing uncanny. He said we were on the beam. He urged us not to let difficulties discourage us; but, as soon as the 1952 conference was over, to begin at once to plan for the next. He predicted a fine future for our CEA Institutes.

Words and events have borne this industrial spokesman out. "The Liberal Arts and American Business" has become headline news; the object of top-level executive endorsement—frequent and widely publicized; the subject of numerous articles and editorials; an open sesame for college fund-raising; the basis for new academic scholarships. It has become the absorbing avocation of retired executives and a central topic at educational conferences and administrative conclaves.

Through our CEA-sponsored liaison activities with industry, we have both contributed to this tide and have advanced with it. Thus, in preparing their April "Perspective" feature, "Should a Businessman Be Educated?" the editors of *Fortune* were directed to us for information and we came right back with what they wanted. And when, the other day, a university graduate in industry consulted a national association of industrialists on material he needed for an alumni-faculty conference on industry and the humanities, this information center at once called on us for help. And, thanks to our accumulated liaison experience, we could at once respond.

Or take the Sixth Annual Conference on Business and Education to be held at the Babson Institute, May 22. Its director, Mr. Everett Stephens, has not only found it useful to have the CEA Institute as a cooperating agency. He has also put several of the CEA Institute "alumni," including John P. Tolbert and James McL. Tompkins, to work as participants.

tives and, in sheer self-defense, must find them wherever it can. And what makes an executive? I'm not going to try to give you any lacy, involved, pat definitions, but I do think a big part of the answer to that question is: his ability to direct the work of others and to get the most out of them.

I think our college graduates of today would be far better equipped for executive positions than they are if they learned the basic fact that no matter how good any man is, he will never be able to accomplish by himself a fraction of what he can get accomplished by enlisting the support and cooperation of others, and by skillfully directing and canalizing their efforts. This calls for, among other things, a knowledge of human personality—one's own as well as that of others. Too many of our graduates, in all fields, do not even fully understand themselves and hence are ill equipped to understand others. I am not suggesting that you scrap Chaucer for Freud, but it does seem to me that in teaching literature, great stress should be laid on people, not merely on an author's techniques or on some of the far more abstruse approaches sometimes encountered.

One field of great importance to business is certainly right down your alley—that, for want of a bet-

ter term, I'll identify by that tired word, "communications." No executive can deal personally, across the table, all the time with his subordinates. He has to put things into writing for them—and this is one of the most difficult things in all business, to state things clearly, concisely, graphically, unmistakably. Business is doing a great deal more communicating today than ever before. It is creating more printed matter than ever, to transmit information to its employees, its stockholders, its customers, and the general public—all in addition to interoffice and interdepartmental communications.

Faulkner and Fleisch

Too many college graduates—too many English majors even—it seems to me have not acquired the faculty of writing simply, directly, clearly for different types of audiences, and most particularly of writing one thing designed to reach many different educational and economic levels. Too many college graduates seem to feel that if it isn't polysyllabic, it doesn't count. I'm not suggesting that we embrace Rudolph Fleisch with open arms or that we cease enjoying the tortuous inviolated prose of Faulkner.

But I am suggesting, as strongly

CEA Institute
Univ. of Florida
Gainesville

June 24-26

English and the Executive

Prof. Harry Warfel,
Local Chairman

(Individual Invitations Follow)

Businessman Be Educated?

(question raised by *Fortune*)

Then there is the conference being set up at Purdue, June 4-5, in which people from industry will discuss common interests with English professors. Prof. Glenn Griffin, its program chairman, tells us it is following the pattern set up by the 1952 CEA Institute. Prof. Griffin is himself a CEA Institute "alumnus," as are his Purdue colleagues Profs. Barriss Mills and Maurice Graney. So is Harry Warfel, heading up the committee on the CEA Institute at the University of Florida, Gainesville, June 24-26.

The 1952 CEA Institute has thus been a dynamo for our action on behalf of the liberal arts in industry; and an arsenal, too. Academic members have drawn on their Institute experience for articles, for reports at regional CEA meetings, at CEA-sponsored liaison conferences, to their colleagues, to administrators. Institute members from industry have put their CEA liaison experience to parallel use.

Requests for Institute proceedings have been frequent. As yet we have been unable to publish them. This we regret. But with the cooperation of Dun & Bradstreet and the MIT Department of English and History, we have issued two of the Institute addresses as *CEA Critic* supplements (Oct. 1952, May 1953), and have made additional copies available on request. In our *Critics* themselves, we have run news items on the Institute and our other CEA-sponsored liaison activities. Now we add three articles to the growing list of our publications on the Liberal Arts and Business. All of them have been mined from the rich lode of the 1952 CEA Institute.

The April 1953 *Fortune* has asked the question: "Should a Businessman Be Educated?" Almost a year ago, the CEA Institute members had already put the question, and had come up with the same answer that *Fortune* now so emphatically gives: *By all means! And in the liberal arts!*

Mr. John Tolbert's "Why the Liberal Arts for Business?", Provost Edward Mortola's "Can the English Curriculum Produce Executives?" and Dean Reubin Frodin's "The Time Has Come"—all presented at the University of Massachusetts CEA Institute last June—help explain why.

I know how, that English majors also learn the importance of writing material that can carry its point to people less advantaged educationally. It has long seemed to me an interestingly schizoid thing that we can profess our heartbeat for all mankind while studying literature and yet recoil at the prospect of simplifying our writing in order to reach the great unwashed. I don't think we can talk about writing without talking about reading, and here I feel we encounter another weakness even in English majors. Many of them have learned to read rapidly and to retain what they read. I don't hold that every college graduate should be able to read 1,000 words a minute with 95 per cent comprehension—but it would help them enormously if they could. Few of them seem to realize the enormous pressure of time with which they will increasingly be weighted as they move up the executive ladder. One has to read a vast deal of material in a very short time and to retain it.

Now I think I have been quite rash enough, in view of how little I know about education or even business. I think it's time now to open this discussion up, because I came up here to learn from you. Let me say one last word, though, in self-defense: Professor Fitzhugh

told me over the telephone down in New York that about the only way to keep a group awake at this hour was to make some of them mad. He said that since I could expect a disrespectful hearing, I should myself be disrespectful. If I have been, I'd like you to know that it was not because I was eager to strike the first blow but rather because, as a liberal arts major now in business, I have a deep and abiding interest in what we are here discussing.

JOHN P. TOLBERT
Socony-Vacuum Oil Company

Dean Frodin Cites Mr. Abrams

I would like to quote from Mr. Frank Abrams, chairman of the board of the Standard Oil Company in New Jersey: "The general public seems to believe," he says, "that the primary value of higher education is to enhance the individual's earning power, to enable him to get a good job. Such thinking is based on materialistic considerations, possibly to the exclusion of other values. The primary purpose of education is to turn out people who can apply reason to any situation, who have wide interests, who have at least the rudiments of a satisfactory personal philosophy, and who can find satisfaction in many things beyond the purely material."

The Time Has Come (A Digest)

I feel that the time has come when the English teacher should worry both about the small number of students in his courses and about the overproduction of English teachers. He should begin to pay more heed to the importance of English in preparing for positions in other fields. The dean of the professional school I attended, as well as two of my major professors there had been undergraduate English majors, one of them with the M.A. in that subject. Yet not one of us had remained in that field. All of us had found that there was an over-production of English teachers; so we had decided to go elsewhere. Similarly, some of the most successful people in business have been English majors in college. If full advantage can be taken of this fact, perhaps we will find that there is not an overproduction of English graduates after all.

Most of our students, from the very nature of their early education, find it very difficult to choose their vocations until they are well along in their studies. But the preparation in English is central to this choice since it throws light on the question of values and the political or religious convictions they approve, and it sharpens their ethical judgments. English, the study of language, the study of writing, the ability to reason, is fundamental to all subjects no matter what the occupation of the individual.

Can we find out who is responsible for the failure of education to do everything that everybody expects of it? It is generally agreed that the professional schools should not have to teach English. College teachers tend to put the blame for poor preparation on the high schools, and the high schools blame the grades. Pretty soon we will be blaming the parents for the kind of children they send to school! But I think that education has already taken on enough of the ordinary role of the family, the church, and the boy scouts without having to worry about eugenics!

However, I still feel a sense of urgency about the problems we haven't solved in education. There has never been a time in this country when the wisdom which liberal education can help produce was so badly needed. The pressures of the modern world call for a single-handed purpose in the directing of young people's lives, and that purpose is the instilling of wisdom. I do not hold that there is one single content for all liberal education. I do, however, subscribe to the idea that those responsible for college education should give priority to the training of men over all special vocations. Education as a systematic account of our common humanity, education for freedom, education for citizenship in a democracy are vitally important. Liberal education must prepare men and women to take part in the disciplined activities appropriate to human nature and central to human life.

Liberal education must create a faith in freedom by demonstrating through its progressive study that man can be free. This liberal ed-

ucation can do by advancing the understanding of the nature of the world and men, and by developing critical and inquiring reason. To quote Sir Walter Moberley, "There are not enough students today incited to disentangle and examine critically the assumptions and the emotional attitudes underlying the particular studies they pursue, the profession for which they are preparing, the ethical judgments they are accustomed to make, and the political or religious convictions they hold."

Now into this sentence Sir Walter has packed everything. To disentangle and examine critically the assumptions and emotional attitudes underlying the studies or pursuits, whether it is business, whether it is English, whether it is law, whether it is veterinary medicine, the profession being prepared for—this is the work of liberal education.

Nearly a hundred years ago John Stuart Mill had these wise things to say that are applicable today. Speaking as honorary chancellor of St. Andrew's, he asked for a concentration on general principles which help one obtain a true view of nature and life in their broad outline. He said: "We all need the ability to judge between conflicting opinions which are offered to us as vital truths." We need, he said, to choose among political parties or to what length it is our duty to go with each. Thirdly, he said, we have to form a rational conviction on great questions of national policy and foreign affairs. The world does not stop with matters of government and civil society. It is concerned with man's total place in society, including his vocation, occupation, or profession.

Education, says Mill, makes a man a more intelligent shoemaker, but not by teaching him to make shoes. It does so by the mental exercise it gives and the habits it impresses.

The time allotted to liberal education must be carefully planned. There must be a rational scheme of selection of what, in an intellectual sense, is important to the student to help him have the wisdom to self-direct his affairs as an individual, as a wage earner, and as a citizen. There has to be an evaluation of the communication which is going on between the teacher and the student and between the book and the student.

Vocational and technical training today which confine themselves to teaching skills will inevitably limit the individual's ability to participate in cultural, social, and political affairs. Furthermore, many executives to whom I have talked feel that vocational and technical training reduces the individual's chances of promotion into executive positions. In three different studies of alumni from three different professional schools which I recently reviewed (ceramics, industry, forestry, industrial and labor relations) I was interested to note that there was more insistence on a liberal education, on English, effective communication and writing, than on any other subject.

REUBIN FRODIN
Executive Dean, State University of New York

Can the English Curriculum Produce Executives?

(Condensed)

There are still too many professors of English who either are antagonistic to the idea that the study of English should be considered as a preparation for business, or are apologetic and seek to avoid the question of the practical application of College English in earning a livelihood. Yet the teacher of English should be the first to realize that he has a superior offering that can be sold *not only* on the grounds of the immediate pleasure and intellectual development that it provides but especially on the basis of its great potential value in preparing for success in business occupations.

While avoiding the extreme which recognizes only an aesthetic value in the study of English, it is possible to find a middle course which will maintain the integrity of the English program and still provide the practical instruction that is needed in preparing for business.

No Business English Course

In our effort, however, to correlate necessary instruction in the technical and professional aspects of business with the objectives of the major in English, it should not be necessary to compress English language instruction into the narrow form of a specialized course such as Business English. The student who has enjoyed the growth and maturity that come from reading good literature and who possesses the ability to write effectively, a talent that may be developed from much reading, imitation of models, and ceaseless effort in writing, needs no special course in writing for Business. What is needed is a type of instruction which will properly relate for the student the essential requirements of the communication of ideas—reading and writing, speaking and listening, clear thinking and an appreciation and understanding of one's audience. The few specifics of business letter writing, if necessary, can be developed in a few hours in such a course.

Literature for Human Relations

Another aspect of the evaluation of a College English program as a preparation for executive positions in business involves human relations—today recognized as one of the chief responsibilities of management. Indeed the effectiveness of the executive may be measured largely in terms of the time he spends and the success he achieves in handling human relations matters. Dean David of the Harvard Business School, when speaking at a meeting of the American Association of Collegiate Schools of Business, noted that one of the objectives of educators and businessmen must be to make business a better place in which to work.

If a business is to attract and hold men and women of the finest type it must work for ever-better human relations and understanding. Dean David laid the accomplishment of this task to the Humanities rather than to the professional and technical studies. I believe strongly that the study of literature can make the greatest contribution to this end.

I would venture to say that, for a group of supervisors in a busi-

ness organization, a discussion of a recognized work of literature in which the characters interest, excite and stimulate the participants, will be a more valuable training session in human relations than a planned meeting to consider specific problems in personnel management. If you have ever had to remind your students that the people whom they were discussing so violently were only fictitious characters, you will agree that there is actually an advantage in having human situations laid out so fully and expertly and so free to be discussed.

Literature as Motive Power

Multiply the many experiences that a student of literature enjoys in a full program of college study and we begin to appreciate how much understanding of human relations the English major may develop. The study of human deeds, the perspective that comes from realizing that in all the centuries of recorded time men have aspired to the same ideals and have been moved by the same emotions, the tolerance for the views of others, the powerful stimulus to creative thought, all of which literature provides, are of the greatest im-

Gimbel Brothers, New York, the President of the Higgins Ink Company, the President of the Western Union Telegraph Company. The kind of business is not important; the need is universal.

The preoccupation of business with the question of communication seems at times to be almost frantic. News releases, publicity handouts, advertising campaigns, monthly house organs, weekly house organs, daily house organs, bulletin boards, mass mailings, inter-office memos, annual reports—all of these and many more are bringing most organizations into the publishing business!

The Balanced English Curriculum Yet for all the many gallons of printers' ink and the tons of newspaper, these media are evidently failing to do the job expected of them. This has resulted in writing clinics, laboratories and workshops, countless pieces of expository prose on how to write expository prose—all pointing to the same root weakness—a shortage of competent, adequately trained men and women who can write. Is it possible to provide a better program for meeting this need than the balanced College English curriculum?

The Administration, Too, Must Be Converted

Will you kindly send me six extra copies of *The CEA Critic* for April, 1953?

I want to circulate "Fortune for Liberal Arts" (page 2) among certain members of the Administration at my college. Like many colleges, we happen to be in the midst of a campaign to interest local leaders of business and industry in the college (object: donations). For us, too, the high-level slogan is "the liberal arts for business."

The actual trend, however, is to starve the really liberal arts in an attempt to sell to our potential financial benefactors such subjects as Business English, Business Spanish, *Personnel Psychology*; Engineering and special research projects for local industry, rather than Chemistry or Physics; more and more specialized courses and a larger staff in the Business Administration Department, while English, Foreign Languages, History and Philosophy are gradually whittled down by strict directives to economize.

Perhaps *Fortune Magazine*, presumably speaking for business executives, will make more of an impression on our Administration than mere professors can.

AN ENGLISH PROFESSOR

portance to the human being regardless of profession or occupation. The simple fact is, I believe, that the benefits that are gained from a study of British, American and World literature for example, are unusually important to our one-world society, and the businessman as a member of that society cannot afford to be isolated from them.

Wanted: People Who Can Write

The great emphasis in business today seems to be upon the ability of executives to communicate ideas. It would be difficult to find a more positive statement in support of the theme of our Institute than that of Virgil Reed of the J. Walter Thompson Company, who said, "Success in our field is dependent entirely upon the ability to communicate ideas convincingly."

Naturally, one might expect the J. Walter Thompson organization, an advertising agency, to emphasize the need for effective use of language, but this conviction was reiterated in the statements of other businessmen writing for the Southern Humanities Conference in 1951. Among them were the Assistant General Manager of

Business needs men and women who possess emotional maturity, the ability to write and speak effectively, to listen successfully, and to read with speed and comprehension. It will train its candidates in business techniques but the competition for top jobs and better pay will continue to place emphasis on technical skills and knowledge.

Maturity and understanding of human relationships develop from reading and reflecting upon the world's literary treasures; skill in writing and speaking develops from study and practice in the techniques of communication; professional competence develops from literature, college study generally, and from training in technical and professional skills. If we can provide for these three areas of development within the College English major, we will have created a program which will offer the greatest promise of success.

EDWARD MORTOLA
Provost, Pace College

Neglect a Conservative Diagnosis

Strongly recommended: In the April 4 *Saturday Review*, Walter P. Paepcke's "The Fruits of Philanthropy;" Harlan Hatcher's "Colleges for Citizens." In the May 9 issue, A. Whitney Griswold's *The Liberal Arts at Mid-Century*.

"The liberal arts are in trouble." This is the opening sentence of President Griswold's article. "Everywhere," he declares, "in Britain and Europe, as well as in the United States, the liberal arts are in retreat before the sciences and vocational studies of all sorts." Insisting that we are neglecting "the portentous responsibility that devolves upon ourselves," he challenges "anyone with first-hand knowledge of the curricular practices prevailing generally throughout our secondary schools, colleges, and universities to deny it." "With all due apologies and exceptions," he asserts, "neglect is a conservative diagnosis."

Of special interest to English teachers is the following admission:

"I have tried and failed to account for the national confusion of values which honors Shakespeare as a cultural symbol, but when it comes to studying his plays in school, or even reading them for enjoyment, equates them with bookkeeping and decides in favor of bookkeeping. Somehow or other the liberal arts have acquired the reputation of a luxury, not a necessity, a privilege for the gentleman of leisure but a doubtful asset, even a waste of time, to the working man."

Admitting that, to "save and restore" the liberal arts "to influence in our civilization will take a mighty effort not only in the countries of their origin but especially in the United States," President Griswold places major responsibility on us: "In this the free world looks to us for leadership, and our leadership promises much to the free world."

Key Florida Speakers

Among key participants at the Florida CEA Institute: Dr. W. C. White, vice president of Northeastern University and of the American Society for Engineering Education; Quentin Oliver McAllister (Meridith), editor, *Business Executives and the Humanities*, Southern Humanities Conference publication; George D. Lobingier, Manager of Professional Employment, Educational Department, Westinghouse Electric Corporation; Leslie Hanawalt (Wayne), chairman, CEA-sponsored liaison committee for Michigan.

An End to Splendid Isolation

In his May editorial feature, "Signs of the Times" (*Humanities in the South*, Southern Humanities Conference News-Letter, No. 3), Prof. Sturgis E. Leavitt (University of North Carolina) presents a very helpful round-up of "liaison" between business and the humanities. Citing favorable statements by industrial spokesmen, Prof. Leavitt urges: "Let the Humanities people and the business people get together and put an end to mutual aloofness, 'splendid isolation,' and lack of understanding." Then, to show what can be done the editor of *Humanities in the South* reports, first, on CEA Critic "liaison" articles and the Institute; SHC Secretary Lawrence S. Thompson agrees on close SHC-CEA relations in liaison activities.

(Continued from page 1, col. 4) either money or fame: editors refused to publish him, he snorted, because he was "dirty" or because what he wrote wasn't a poem ("The editor said it didn't rime, so it couldn't be a poem.") To prove that any subject is fit for poetry, he read a description of an old lady eating plums. The description culminated in the thrice repeated line, "They taste good to her, they taste good to her, they taste good to her." I could almost taste the plums myself.

Poet and His Critic

During the afternoon the ICEA had scheduled four papers. The last was to be on the poetry of William Carlos Williams, and when at lunchtime Dr. Williams heard of this, he exclaimed that he would like nothing better than to hear a paper on himself: "I won't

be any bother to anyone," he said. "I can just sit in the rear upobtrusively." He would, of course, have been as "unobtrusive" as a hippopotamus. Somehow we persuaded him to settle for reading the paper privately.

Increasing Philosophical Tone

The address following the evening banquet was really a reading of certain of his poems in chronological order, with comments to show how his work had changed and developed. He began by discussing his part in the Imagist program of Amy Lowell and Ezra Pound: "We did not want to deal in abstract speculation: rather we wanted to present things vividly; the artist's job is to present, not to comment on." As he continued to read more recent poems, however, it was not difficult to perceive an increasing philosophical tone; I remembered his earlier remark to the students in the auditorium that poets must show us the way to peace and a better world—a task which cannot be performed without commenting. Quite obviously he had moved away from mere Imagism as the years went by.

Tribute to Whitman

Dr. Williams also told how in his earlier period he had sought some way of measuring free verse ("man eventually rejects things which he cannot measure"), but finally gave up the attempt. Apparently he was not satisfied with Whitman's idea that the new unit of measure is the whole line or even a whole verse paragraph rather than the old "foot." He paid tribute to Whitman, though, as the ancestor of a distinctly American poetry, and condemned T. S. Eliot for going British in both thought and technique, and for becoming a slave to British verse-traditions of the past. In the process of making these remarks Williams read almost all of his important or well known work, with the exception of "Smell," that delightful reprimand of an indiscriminate nose, and "Tract," about which he had said to me earlier: "I will NOT read that damn thing. I'm sick of it. Now I know why Lindsey committed suicide. He got fed up with reading 'The Congo.'"

Poetry Defined

Most memorable was Williams' definition of a poem: "It is not the subject matter but the way the subject is presented that makes a poem. A poem is created when any subject is crystallized and organized so as to give it a rhythmic niceness of expression." By way of illustrating this last point, Williams read a number of minor shockers like "The Dance," in which female posteriors are described by a term which, in polite conversation, is restricted to designating the remains of cigarettes.

Ezra Pound

When the visiting professors had gone and the College had settled down for a sleepy weekend, Williams suffered from a recurrence of his extreme nervousness. I suggested a quiet car ride through the southern Indiana countryside, and he agreed eagerly. We drove to the top of State Hospital hill, which provides a magnificent panorama of the Ohio and of the town of Madison, spread out like a Christmas garden village below. When we went by the hospital and I mentioned that it was for mental patients, Williams suddenly started talking about Pound: "Last time

I visited him, he said—'You know, Bill, you're half-cracked yourself'—and by heck, he's right; there's something radically wrong and sick with all poets. With me it's that I care too much. I can't leave things alone."

We returned to Hanover by a seldom used country lane, the trees frequently brushing the car on both sides.

Picnic and Carlyle

The best fun of the whole weekend came with the Saturday afternoon picnic. When we had parked in Clifty Falls State Park, I asked my guest whether he wanted ice tea or what I had wrapped in a brown bag. He said he would take his chances with the bag, so out came three bottles of beer. Claiming that it was the first time he felt normal in two days, Williams went off to cook a hotdog over the fire, and came back with undisputable evidence of his inexperience in this particular field of art; a crisp black cinder. My wife Ginny insisted that he throw the burnt hotdog away, Williams insisted that he was morally obligated to eat it. Ginny grabbed for the hotdog and a wrestling match ensued. Carlos finally escaped with Ginny in pursuit, both of them giggling like idiots, Williams ramming the burnt frankfurter down his mouth stubbornly as he ran around trees and tables. In some unaccountable way which I did not understand then and could not possibly explain now, the frankfurter fiasco resulted in a discussion of *Sartor Resartus*. I asked Williams if he liked Carlyle, and he almost pranced with excitement: "Gosh," he said, "I read that book to my wife when I was courting!"

Free Speech

On the way to the station Sunday morning, we discussed a number of things close to Williams' heart, especially the world's future. He expressed the opinion that Russia was wrecking herself by not giving freedom of speech to her writers. This led him into some observations on religion. However unorthodox he might be, he made it clear that he admires Christ. When I implied that the expres-

sion "for Christ's sake" in the poem "Tract" sounded flippant, he objected vigorously, and protested that the expression was written in reverent sincerity; here was a tract on a funeral as Christ would have it.

Transcripts of Life

Near the end of the ride I finally summoned up enough nerve to ask Williams a question which had been puzzling me about his "short stories." Since they apparently were not fiction, were they not more rightly labelled "autobiographic sketches?" He agreed that the stories told in the first person were really not fiction but pointed out that most of those in the third person were: for example, the story of a rich man who during the depression lost everything except his yacht, and was "befriended" by a Negro girl. The yacht business he said he had gotten from a newspaper article, and the character of the Negro girl had been suggested to him by a Rutherford slattern who had even tried to seduce him. From these two ingredients he had fashioned the story.

America Will Shine

Over and over again, ever since his visit, I have asked myself: What does this man signify? The best answer to that is something he said just before he heard the train whistle and got out of the car: "Someday, in your lifetime, a great thing will happen. This country will produce some type of art so distinctive and so glorious that it will be compared in later times to the art of ancient Greece. To this art will be applied the name American, and it is toward this that I have worked." Here he is, then: a rebel, an elbow of currents, a sort of twentieth century Wordsworth who sees beauty in common objects, but above all a human being with a compassion and pity for suffering so great that it continually rends him asunder. Here he is then: the man whom Yale has now honored with the Bollingen Prize, and whom America has honored with the Chair of Poetry of the Library of Congress.

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Fourteenth Regional CEA Unit Texas CCTE

At its annual conference Apr. 24-25, University of Texas, Austin, the College Conference of Teachers of English voted affiliation with the College English Association and thus became the fourteenth regional CEA affiliate.

On April 26, at the CEA breakfast, John Q. Hays (A. and M. College of Texas) was elected chairman, and Minia A. Williams (Abilene Christian College), secretary.

It was felt that the CEA "Five Point Program" was phrased in general terms, perhaps necessarily so, and it was suggested that the positive virtues such as courage and faith should be included. It was decided that, at Houston next spring, the humanities and industry would be taken up. The availability of at least one important executive concerned about the liberal arts and industry and of Prof. Hays, who was co-ordinator at the 1952 CEA Institute and who would guide the discussion, "made this choice inevitable."

Prof. L. N. Wright, of the Southwest Texas State Teachers College, San Marcos, was chosen to head a public relations committee. Its function is to address PTA, service clubs, and the like on the place of the liberal arts in modern life.

Commenting on the first meeting of our newest regional CEA affiliate, Prof. Ernest E. Leisy observes: "It seems to me that we are in good hands, and as we feel our way into our opportunities we shall be able to contribute something positive to our profession."

NECEA

Spring meeting, University of New Hampshire, Durham, May 9: "... a very successful meeting. All the comment I heard was favorable.... The numbers were good enough to suggest a flourishing organization.... Everyone was much impressed with Prof. Wheelwright's morning address.... Prof. Pearson gave a valuable two-hour session on Pound's *Maunder*."

Fall meeting: Wellesley College, Oct. 31.

Spring 1954 meeting: University of Rhode Island, Kingston.

G NY CEA

The Greater New York CEA met on the Columbia campus May 8 to discuss four general problems which a poll by mail of the membership indicated to be current: "Introducing the College Student to Literature" (Chm. Harry Cayley, N. Y. U.); "Choosing from Our Literary Heritage" (Chm. Roderick Marshall, Brooklyn College); "English for Industry and Technology" (Chm. Brother Cormac Philip, Manhattan College); and "The Double Challenge: Our Freshman and His English Program" (Chm. Donald Sears, Upstate College).

As moderator of the general meeting, Lou LaBrant found several consistent themes in the discussions. The chief one is the need to consider carefully the individual college student. The socio-economic range is so great among students, the stages of linguistic assimilation so diverse,

Middle Atlantic CEA

Spring meeting, School of Languages and Linguistics, Georgetown University, Washington, D. C. May 2, 1953... a large turnout... Every speaker was excellent, and Mr. LaDrière was a skillful discussion leader whose remarks were excellent too. Luncheon at the Martinique was pleasant... Mr. William Ainsworth Parker, American Council of Learned Societies, stayed all day. He remarked that the material should be published.... Mr. Hill and Mr. Tager spoke without manuscript. All the talks are worth reading, exactly as given.... Mr. Lloyd came and he was excellent.

New officers elected: Mr. Robert Moore, George Washington Univ., president; Mr. Charles D. Murphy, Maryland, vice president. Mr. Thomas Marshall, Western Maryland, brought national CEA greetings.... General chairman, Mr. Archibald A. Hill, acting director, School of Languages and Linguistics.... Program chairman, Miss Charlotte Crawford, Howard. Secretary-treasurer, John P. C. McCarthy, U. S. Naval Academy, Annapolis.

the representation of other world cultures so extensive, and the impacts of current world changes so differential that always the keynote must be flexibility in the planning and conduct of courses.

Another theme Prof. LaBrant found common to the discussions was that now more than ever the college teacher of English must face responsibility for getting to the core of the student's experiences, morally and behaviorally. Can we allow the student to classify books superficially and not find the relationship to his own conduct? Can we rate by external qualities of form rather than in relation to the person writing—rather than in relation to fact and to truth?

Upon the suggestion of Acting President Grace Nutley a resolution was passed to extend official thanks to Retiring President Carl LeFevre and sympathy in his present illness.

NY CEA

Annual Meeting, Hamilton College, April 11, 1953—The "serious" session, held in the afternoon, devoted itself to the topic of "The place of contemporary literature in the under-graduate curriculum." The discussion was led by Prof. Artur Mizener of Cornell, who argued that what is commonly considered contemporary literature is already a historical period, to be considered with the same sort of meticulous scholarship accorded to earlier periods and with the same insistence on the understanding of its backgrounds.

Comments by Mr. Hyam Plutzik of the University of Rochester, Prof. John B. Hoban of Colgate, Prof. Carl Niemeyer of Union, Prof. Miriam Small of Wells, and others, emphasized the value of this discipline by virtue of its contemporaneity and consequent special vitality. The conclusion: *a place in the undergraduate curriculum for modern literature as for other periods, but not a disproportionate place.*

The after-dinner speaker was Prof. Basil Willey of Cambridge University, during the present semester a visiting professor at Cornell.

The afternoon session was attended by 75 and the dinner by 70. Officers for next year are: President (and program chairman), William T. Beauchamp, Genesee State College; Vice-president, Frank D. Curtin, St. Lawrence University. Presumably the Advisory group (Koller, Meech, Lawson) continues as is.

GEORGE L. NESBITT

Hamilton College, (President, NY CEA)

Mich. CEA

Spring meeting, Saturday, April 25. "... Whitehall was brilliant. ... Ralph Miller becomes Sec'y-Treas.... In the year we have almost doubled our membership.

The Fourth Annual Writers' Conference will be held at the University of Connecticut, Storrs, June 28 through July 3. For information: Prof. Robert Wooster Stallman, leader.

Bureau of Appointments

The CEA Bureau of Appointments is maintained by Almeida Madeira (Box 472, Amherst, Mass.) as a service to CEA members. The only charge, in addition to national CEA membership, is \$3.00 for twelve-month registration. Registrants who are not CEA members should include with their registration fee the annual membership of \$2.50—\$1.00 for dues and \$1.50 for subscription to the CEA Q. Registration does not guarantee placement. Prospective employers are invited to use the service through CEA Bureau of Appointments (No charge.)

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